

Differentiated Instruction: Supporting the Needs of All Learners

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Workshop Essential Question:

How can I increase my use of effective differentiated instructional strategies?

Review of Yesterday – Grade Level Sharing – Give One – Get One!

Differentiating the Process

- Adding range and variety to your questioning techniques
- Increasing more variety to the way students learn
- Adding music, movement, visuals, and dramatics
- Providing choice
- Cubing, spinners, ThinkDots, tic-tac-toe and menu assignments
- Differentiated learning centers and contracts

Differentiating Products

- Ongoing assessments
- Varied checklists
- Adding higher order thinking skills
- Varied practice and homework options
- Differentiated Language Arts strategies
 - Varied vocabulary strategies
 - Varied reading and writing strategies

Putting It All Together

- Work in small collaborative groups
- Apply differentiated strategies to a content area topic for your grade level

Show What You Know

- Team Game – Prizes!

Workshop Evaluation

SEE THESE CODES: They indicate connections in your books

***DI = *Differentiating Instruction in a Whole-Group Setting* by Betty Hollas

***TWTL = *Teach the Way They Learn* by Hines & Vincent

Differentiating Questioning Strategies



Teachers adjust the types of questions and the ways in which they are presented based on what is needed to advance problem-solving skills and responses. This strategy ensures that all students will be accountable for information and thinking at a high level and that all students will be challenged. Finally, all students benefit from this strategy because all can learn from a wide range of questions and responses.

For example, the teacher prepares a list of questions about a topic that the whole class is studying. During a discussion, the teacher asks initial questions to specific students, based on readiness. All students are encouraged to ask and answer follow-up questions.

Things to Consider:

- Use wait time before taking student answers
- Adjust the complexity, abstractness, type of response necessary, and connections required between topics based on readiness and learning profile
- Encourage students to build upon their own answers and the answers of other students
- If appropriate, give students a chance to talk to partners or write down their answers before responding

The Three-Story Intellect High-Level Thinking Skills

Key Words: Evaluate Predict Judge Assess Idealize Forecast	
Question Stems: <i>What do you think about.....?</i> <i>What would you predict if.....?</i> <i>How would you put these in order.....?</i> <i>Why was _____ better than _____?</i> <i>How could you prove _____?</i> <i>Is there another way to solve _____?</i>	
Key Words: Compare Inspect Apply Develop Solve Infer Classify Analyze Reason Explain Distinguish Examine Contrast	Question Stems: <i>How is _____ similar to _____?</i> <i>What might we guess about.....?</i> <i>How would you sort.....?</i> <i>What is the job of.....?</i> <i>How would you group.....?</i> <i>What was the most important?</i> <i>Why do you think.....?</i> <i>How is _____ related to _____?</i> <i>What is the main idea.....?</i>
Key Words: Who Label What Identify When Match Where Name Which Spell Choose Select Find Restate Define Observe	Question Stems: <i>What is.....?</i> <i>When did.....?</i> <i>Which one.....?</i> <i>How would you show?</i> <i>Who was.....?</i> <i>Which is the best answer?</i> <i>What facts.....?</i> <i>How would you classify.....?</i> <i>What is the definition of.....?</i> <i>How many.....?</i>

Adapted from Arthur L. Costa (2000). *Activating & engaging habits of mind*. Alexandria, VA: ASCD.

QUESTIONING CONNECTIONS

- *** DI Book – Wait Time – Page 30
- *** DI Book – Give Me Five – Page 35
- *** DI Book – Bloom’s Questions – Pages 99-100
- *** DI Book – 100 THINK Questions – Page 120-122

Question Cubes

Teachers can make cubes in different colors corresponding to the degree of difficulty or complexity of the thinking required by the prompts. Colored cubes allow the teachers to group students for tasks appropriate to their level.

Reading Cube

Activity 1: Using 10 index cards, write a clue on each one to represent an important event in the story. Trade with a partner to see if they can organize the cards in correct story order.		
Activity 2: You are a newspaper reporter. Write one question for every main event in the story. List each event and its question. (You can also provide the answers!)		
Activity 3: Divide the events into three categories, letting the first category represent the events most necessary to know to understand the story line and the third category represent the least necessary events.	Activity 4: Write a story review for your school paper. If there were 10 important events in the story, choose the four most important events to include in a three-sentence review on the story.	Activity 5: If you could interview any of the characters, which one would you choose? Create this interview. Turn in a taped interview or write the transcripts.
Activity 6: What themes are in this book? Make a theme web showing how these themes are connected.		

Tiered Question Cubes

Red cube: who, what, when, where, why, how

Blue cube: will, would, did, can, is, might

Green cube: list, contrast, compare, prove, predict, question

***DI BOOK CUBING STRATEGIES -

Cubing Strategies – Pages 36- 39

Cubes Samples - Pages 103 - 109

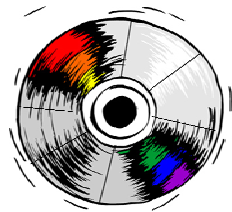
Sample reading cube from *Applying Differentiation Strategies: Teacher's Handbook for Grades 3-5* by Wendy Conklin



Use a variety of question cubes for vocabulary questions, activators, summarizing, comprehension, etc. See examples at <http://www.kaganonline.com/>

Add Variety with Vocabulary Spinner

- Draw it
- Move it
- Define it
- Give antonym
- Give synonym
- Use in a sentence



Create spinners with old CD's!

Add Movement for Variety

What happens in the brain when we move? Great Resource Book: *Thinking on Your Feet* by Jean Blaydes

Energizers

Walk and Talk

Movement with a Purpose

Museum walk

Carousel brainstorming

Create a hand/body motions that explains vocabulary

Slap and snap words

Draw/write in the air

Scavenger hunts

Charades – Kids act out words or concepts

Dramatize a Story with Human Slide Show

A Dramatic Approach to Reading Comprehension by
Lenore Kelner & Rosalind Flynn

Human Slide Show

- Involves groups of students
- Play characters in several silent frozen pictures
- Act out a sequence of events in a scene or story.

*** DI – Snowball Fight - page 16

ADD MUSIC *** DI - Milling to Music – page 22

WATER CYCLE SONG

Sing to the tune of she'll be coming around the mountain)

Water travels in a cycle, yes it does

(use pointer finger to make a big circle)

Water travels in a cycle, yes it does

(repeat finger circle)

(Group 1) It goes up as evaporation

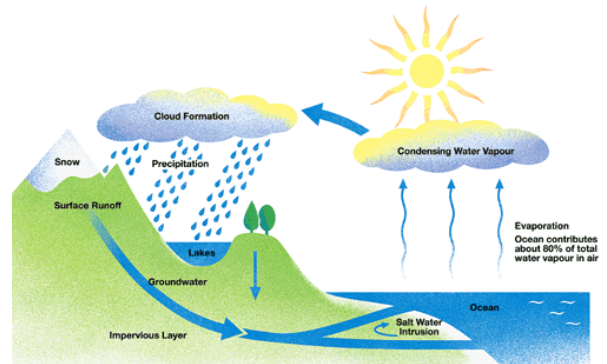
(moves hands up to the sky)

(Group 2) Forms clouds as condensation

(make a cloud overhead with arms)

(Group 3) Then comes down as precipitation, yes it does!

(sprinkle with fingers while bringing arms down in front of you)



Now – define:

cycle

evaporation

condensation

precipitation

Homophone Song by Ron Brown
songsforteaching.com

They don't look alike.

They're not spelled the same.

They sound just alike

That's the homophone game.

Homophones, homophones!

Can you find the homophones?

Oh, I went to the ocean to **see** the **sea**.

Homophones, homophones!

Last **night** a **knight** was looking at me.

Homophones, homophones, homophones!

I just **ate** **eight** pieces of pie

Homophones, homophones!

I can spy with my **eye**.

Homophones, homophones, homophones!

Make a new phrase...

Example...


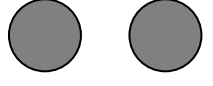
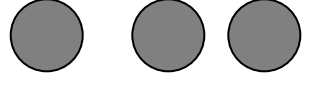
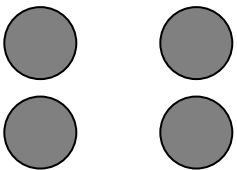
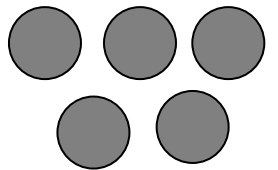
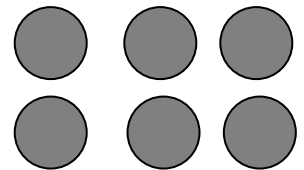
My **nose** **knows** how to smell

Adding CHOICE to Assignments



ThinkDOTS Prior Knowledge

Directions: At your table group, form pairs and then take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you and your partner don't want to do, you can roll a second time. It is alright if more than one pair rolls the same number as each pair's response will be individual.

 <p>As a whole group, list as many questions as possible about this topic.</p>	 <p>Invent two challenging questions about this topic. Ask the player on your right for help.</p>	 <p>What might be the most interesting thing to learn about this topic? What might be the most boring?</p>
 <p>Each player in the group must share one thing they already know about this topic.</p>	 <p>As a whole group, discuss what interesting steps you might take to better understand this topic? Come up with three unique ideas.</p>	 <p>Give a few reasons why this is an important topic to learn about.</p>

ThinkDOTS

Adapted from: boe.ming.k12.wv.us/teachers/di/di_docs/strategies_cubing_think_dots/CubingThinkdotpp.ppt

ThinkDOTS is a great activity for students to construct meaning for themselves and to engage in processing their learning. It is a strategy used to review, demonstrate, and extend thinking. Choice is given to the students but they still complete the required learning tasks – just in the order they roll the die. ThinkDOTS may also be used as a formative assessment tool.

Steps:

- Create six learning tasks for the numbers on the die.
- List the tasks in a 2x3 cell table which include dots relating to the sides of a die. (Sticky dots can be purchased to attach to the cells before copying)
- If dots are *not* used, write the number of dots in each cell to correlate with the dots on the die. (This can be used as an activity guide or can be cut apart, hole-punched, and attached by rings purchased at a hardware store for \$9.00/100 metal rings.)
- Each task should include specifics of your unit.
- Students roll the die and complete the learning task from the corresponding dot
- If the first roll is something the student doesn't want to do, s/he can roll a second time.









ThinkDOTS Adaptations:

- Use colored paper to indicate different readiness levels, interests or learning styles.
- Have students work in small groups. It is alright if more than one person rolls the same number as each person's response will be individual.
- Let students choose which activities- for example: choose any three or have students choose just one to work on over a number of days.
- After students have worked on activities individually, have them come together in groups by levels, interest or learning style to synthesize.

Think Dots

Directions: At your table group, take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you don't want to do, you can roll a second time. It is alright if more than one person rolls the same number as each person's response will be individual.

Example of ThinkDOTS tasks**Science – Solar System!**

1 Draw a model of the solar system and label its parts. Show why it is a system.	2 Illustrate the key vocabulary for our space study. Write the word under each picture. Be sure to check your spelling.	3 Make a board or card game using the main elements of the solar system we have studied. Don't forget to write up directions on how to play.
4 Prove why we have seasons. Create a way to show us what would happen with the rotation and revolution of the Earth.	5 Demonstrate that you know all the phases of the moon and why they occur.	6 If you were an astronomer, predict what your job would be like during the next 10 years. What might you discover?

See more ThinkDots ideas from:

<http://daretodifferentiate.wikispaces.com/Cubing+and+Think+Dots>

Why Use Choice?

- Promotes the brain's desire for choice and adds to memory strength (Bechara, Damasio, & Lee, 1999)
- Helps make connections to something already known
- Promotes higher interest and motivation
- Provides students feelings of control of their own learning
- Gives students opportunities to use their learning strengths

How to Use Choice?

- Start slow if you are not sure of the use of choice – try just giving one or two choices for an assignment
- Consider giving less choices with young students
- Provide instruction **FIRST** to determine readiness for choices
- Use choices **AFTER** teaching the concept/skill
- Vary choices by readiness, content strands, interests, learning styles, multiple intelligences, etc.
- Model the process of using the choice assignment
- Provide clear instructions including deadlines for completion
- Determine a way to assess the choice assignments and share the assessment strategy with students **BEFORE** completing the assignments

Ways to Add Choice to Assignments

- Topic choices for reading, writing, projects, and research
- Task cards
- Task folders coded by interest, readiness or learning preferences
- Learning center choice sheet
- Homework choice options
- Tic-Tac-Toe assignments
- ThinkDOTS
- Cube choices
- Menu assignments



Menu Differentiated by Readiness & Learning Style

Appetizer	Visual medium	Auditory medium	Auditory medium
Entree	Visual high	Auditory high	Kinesthetic high
Dessert	Visual easy	Visual easy	Kinesthetic easy

FRACTIONS TIC-TAC-TOE ASSIGNMENT

This assignment strategy allows students to select their own preferences but still achieve the targeted essential knowledge and skills.

You must use all the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$ in your assignments.

Create a rap song about the fractions.	Draw candy bars that shows fractions.	Create a chart of the fractions. Include 3 columns with the symbol, what it means and an example.
Write a story about how you use fractions in real life.	Make flash cards of the fractions. Put a picture clue on the back of each card.	Create a mobile of the fractions. Hang a card under each fraction telling what it is.
Show how pizzas could be divided into the fractions.	Work with a friend to create a poem about fractions.	Create a matching game with the fractions and picture cards to match.

TIC-TAC-TOE CHOICE BOARD

READING RESPONSE CHOICE BOARD

<p>Draw a picture of the main character.</p> 	<p>Perform a play that shows the conclusion of a story.</p> 	<p>Write a song about one of the main events.</p> 
<p>Write a poem about two main events in the story.</p> <p>Poetry Class</p> 	<p>Make a poster that shows the order of events in the story.</p> 	<p>Dress up as your favourite character and perform a speech telling who you are.</p> 
<p>Create a Venn diagram comparing and contrasting the introduction to the closing.</p> 	<p>Write two paragraphs about the main character.</p> 	<p>Write two paragraphs about the setting.</p> 

[http://www.lkdsb.net/program/elementary/intermediate/di/files/2Structures\(Reading%20Response%20Choice%20Board\).pdf](http://www.lkdsb.net/program/elementary/intermediate/di/files/2Structures(Reading%20Response%20Choice%20Board).pdf)

Tic-Tac-Toe Choice Assignments Menu

5th Grade Social Studies – Westward Expansion

Dramatize (act out) an important event during the time period.	Create a timeline of major events in the period.	Compile a list of websites where classmates may find more information on Westward Expansion.	Create a collage depicting the time period.
Create a WebQuest about the time period or events within the time period.	Write a poem about an event or person from the time period.	Make a connection between events in the US during this time period and events in other countries at the same time.	Write a story about Westward Expansion.
Compare/Contrast the lives of 2 key figures during the time period.	Make an ABC book using vocabulary from the unit.	Write/Perform a song depicting an event, issue or feeling about the time period.	Devise a board game dealing with Westward Expansion.
Create/Plan a lesson for younger students about Westward Expansion.	Research a significant individual and present your findings to the class using technology.	Create a word puzzle using vocabulary from the unit of study.	Draw a picture depicting a major event/issue from the time period.

Choose activities that you and your teacher agree will provide continuous progress. If you have an idea that is not on the menu – NEGOTIATE!!

List your choices here:

#1 _____ #2 _____ #3 _____ #4 _____

Timeline for Completion: _____

Criteria for Success: _____

Student Signature: _____ Date _____

Parent Signature: _____ Date _____

Teacher Signature: _____ Date _____

Adapted from <http://daretodifferentiate.wikispaces.com/Choice+Boards>

Menu Choice Boards

Welcome to the Story Cafe!



Pick two choices – Each one from a different row.

Speaking	Find a friend and tell them the main idea, characters and story setting.	Put the story events in order. Find a partner and tell them the order of events in the story.
Writing	Write 2 sentences that tell what the story was about.	Write a list of 10 things you remember from the story.
Drawing	Draw a picture of 3 things that were in the story.	Make a poster that shows others about the story. Include 3 ideas from the story.

Assignment Menu

Use this one after reading a story.

Fourth Grade

Travels with Lewis and Clark Using a Tic-Tac-Toe Assignment

Designed by Ellen Carpenter

1. Help Wanted Draw a poster advertising jobs with the Corps of Discovery. How would you entice someone to join the expedition?	2. Ready, Set, Pack Research the preparations made by the Corps of Discovery and then write your own packing list for the journey west.	3. Letter home Write a letter to someone in the East describing your experiences on the trail.
4. Cooking on the trail Research what the explorers ate on the trip west and write a menu for one of their meals	5. Journal Writing Write 3 journal entries about important events or discoveries during the Lewis and Clark Expedition. Write in your own voice but include factual information.	6. Where are we? Use a blank map of the United State to draw the route of Lewis and Clark. Indicate the location of at least 4 significant events.
7. What does it look like? Draw 2 illustrations of scenes or discoveries during the expedition.	8. Timeline Make a timeline of significant events that happened during the Louis and Clark Expedition.	9. Time for Rhymes Write a poem or song about something that happened during the Lewis and Clark expedition.

Choice Summarizer

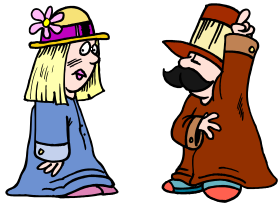
Draw it	Rhyme it
Rap it	Move it

*****DI Book – Think-Tac-Toe Assignments - pages 67, 116-119 & 134-136**

*****DI Book – 4 Square Products – see page 144**

*****DI Book – Contracts – page 140**

Idea Starters for Choice Assignments



Advertisement
Animation
Audio Recording
Billboard
Blog Session
Book
Book Cover
Brochure
Bumper Sticker
Card Game
Cartoon
Collage
Computer Presentation
Crossword Puzzle
Debate
Diagram
Diary
Diorama
Documentary
Dramatization
Essay
Fish Bone Chart
Flip book
Flowchart
Foldable
Frayer Chart
Game
Graphs
Index Card Files
Information Cube
Interview
Internet Research
Invention
Jigsaw Puzzle
Journal
Kiosk
K-W-L Chart

Learning Center
Light Show
Limerick
Mind Map
Mini-book
Mobile
Mural
Musical Composition
Newsletter
Newspaper
Oral Presentation
Panel Discussion
Photo Album
Portfolio
Poster
Pro and Con Chart
Puppets
Quilt
Quiz Bowl
Radio Show
Recipe
Research Report
Science Experiment
Scrapbook
Sculpture
Shadow Box
Slide Show
Spreadsheet
Storybook
Surveys
Take Out Box
Timeline
Tour
Transparencies
TV Show
Venn Diagram
Video

Create a Choice Assignment

- Work with a partner or small group – preferably someone in the same grade level or content area
- Think of a skill you will be teaching
- Use handout with idea starters and blank template below
- See if you can come up with either a menu of choices or a tic-tac-toe assignment
- Think of how you would assess the choice assignment
- Be ready to share!

Name(s): _____

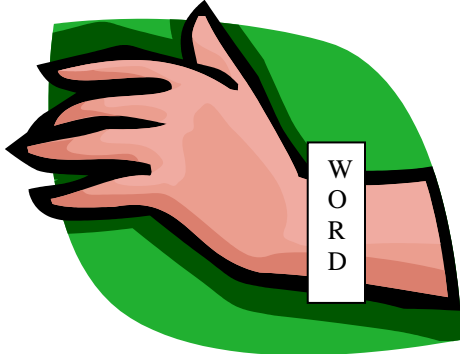
Grade Level: _____ Subject: _____ Skill: _____

Differentiating Language Arts

Vocabulary Strategies

Vocabulary Pockets © Sherah Carr (2006)

Wristband Words © Sherah Carr (2008)

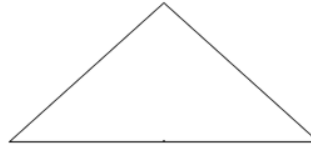


- ABC order
- Write a definition
- Use in a sentence
- Vowel sound
- Synonym or Antonym
- Syllables
- Word that rhymes
- Group in categories
- Make a song or jingle with the word
- Make an advertisement for the word
- Pair/share – 2 ways you'll remember
- 2-3 in group – create a way to act out the word

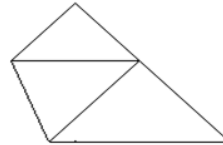
Vocabulary Pocket

Here's an idea I adapted from an Origami paper drinking cup.

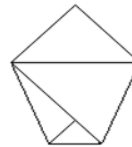
Cut this paper on dotted line to form a square piece of paper.
Fold to make a triangle



3. Bring one flap up to side as shown



4. Bring other flap up to other side as shown



5. Fold in one top flap to create a pocket.

6. Create vocabulary words to go in pocket using the remaining paper strip.

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Vocabulary Strips

Create vocabulary word strips to go in pocket with your left over strip. Provide additional paper to make more of these if needed. Students can write key vocabulary words on the front of the strips with meanings, mnemonic clues or pictures on the back of the strips. Work with collaborative pairs to practice the words. Have students take turns reaching into the pocket to grab a word and ask each other about them.

Variations:

Classifying/Sorting—Give students many words related to a key concept and have them sort and classify the words or sort into three columns 1) know very well 2) know a little and 3) not sure

Summarizing Pocket Reviews

Fill pocket with key points from the lesson or story

Money - Coin purse for exchanging money and making change. Fill with paper coins.

Math Facts Review

Fill pocket with math practice review facts.

Vocabulary Book Connections

- ***TWTL – Think Inside Box – page 18
- ***TWTL – Make a Note – page 20
- ***TWTL – You're It – page 21
- ***TWTL – Matchbook Vocabulary – page 106
- ***DI – Vocabulary on the Move – page 13
- ***DI – Show Don't Tell – page 15
- ***DI – Word Toss – page 82

Reading, Writing and Responding Strategies

- ***DI – Role Cards – page 64
- ***DI – Discussion Cards - page 36
- ***DI – 4-6-8 - page 68
- ***DI – RAFT - page 70
- ***TWTL – Shirt Tales – page 49
- ***TWTL – Mask Character – page 51
- ***TWTL – ABC Story – page 59



YOUR TURN! Your choice – create a differentiated language arts lesson. Be ready to share!